

**TEACHERS' BELIEFS ON TEACHING METHODOLOGY
IN THE 2013 CURRICULUM AND THEIR APPLICATION
IN LANGUAGE TEACHING
(A Case Study at SMK Negeri 4 Surakarta)**



Submitted as a Partial Fulfillment of the Requirement
for Getting the Graduate Degree of Language Department
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by

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**DEPARTMENT OF LANGUAGE STUDIES
GRADUATE SCHOOL
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APPROVAL

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PUBLICATION ARTICLE

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Approved to be examined by the Advisor Team

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A handwritten signature in black ink, consisting of a large circular loop followed by several vertical and diagonal strokes, is written over a circular stamp.

Prof. Dr. Endang Fauziati

APPROVAL OF PUBLICATION ARTICLE FOR SUBMISSION

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Submitted by:

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Has been examined for all revisions and correction recommended

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And is certified to be accepted for submission

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Abstrak

Tujuan dari penelitian ini adalah untuk menyelidiki kepercayaan guru terhadap metode pengajaran bahasa Inggris EFL, apakah ada beberapa perbedaan antara keyakinan guru EFL dan praktik mereka dalam mengajar, faktor-faktor yang berkontribusi terhadap perbedaan ini, dan faktor-faktor berkontribusi terhadap kepercayaan guru EFL pada metode pengajaran bahasa Inggris di SMK Negeri 4 Surakarta. Teknik pengumpulan data dalam penelitian ini menggunakan kuesioner terbuka, observasi, wawancara mendalam, dan dokumentasi. Data dianalisis menggunakan model Miles and Huberman. Hasil penelitian ini menunjukkan bahwa: 1) keyakinan guru tentang metodologi pengajaran dalam kurikulum 2013 dan aplikasinya dalam pengajaran bahasa, 2) Ditemukan juga bahwa ada beberapa perbedaan yang ditemukan antara keyakinan guru dan praktek mereka dalam mengajar di kelas. Perbedaan tersebut berada di komponen tujuan pembelajaran, silabus, dan pengelolaan kelas, 3) Ada beberapa faktor yang berkontribusi terhadap perbedaan ini, yaitu; faktor internal guru dan faktor eksternal guru, 4) Ada beberapa faktor berkontribusi untuk membentuk keyakinan para guru pada metode pengajaran bahasa Inggris di SMK Negeri 4 Surakarta, yaitu; Pengalaman guru sebagai pembelajar bahasa, pengalaman mengajar, harapan dari sekolah, orang tua, pemerintah dan masyarakat setempat, dan pelatihan.

Kata Kunci: keyakinan guru, metodologi pengajaran, kurikulum 2013.

Abstract

The objectives of the study is to investigate the EFL teachers' beliefs of English Teaching method, whether there are some discrepancies between EFL teachers' beliefs and their practices in teaching, factors contribute to these discrepancies, and factors contribute to shape the EFL teachers' beliefs on the method of teaching English at SMK Negeri 4 Surakarta. Technique data collecting in this research is done with open-ended questionnaire, observation, in-depth interview, and documents. The data are analyzed used Miles and Huberman's model. Result of this research shows that: 1) the EFL teachers' beliefs on teaching methodology in the 2013 curriculum and their application in the language teaching, 2) There were also found that there were some discrepancies found between EFL teachers' beliefs and their practices in classroom teaching. They were in the component of learning objective, and classroom management, 3) There are some factors contribute to these discrepancies, are; the teachers' internal factors, teachers' external factor, 4) There are some factors contribute to shape the EFL teachers' beliefs on the method of teaching English at SMK Negeri 4 Surakarta, are; teachers' experience as language learners, experience from teaching, expectation from the school, parents, the government and the local society, and training.

Keyword: Teachers' Beliefs, Teaching Methodology, The 2013 Curriculum, Application, Language Teaching

1. INTRODUCTION

Teachers' beliefs are very important for understanding and improving educational process. They play a very important role in classroom practices and in the professional growth of teachers. They guide teachers to adopt their teaching strategies for coping with their daily language teaching challenges. They can shape learners' learning environment, their motivation, and their learning achievement. Teachers' beliefs have some influences. They influence goals, procedures, materials, classroom interaction patterns, roles, their students and the school they work in (Fauziati, 2015:53).

This study is conducted in SMK Negeri 4 Surakarta. In teaching, the teachers of SMK Negeri 4 Surakarta use many teaching methods. The term teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction in SMK Negeri 4 Surakarta. One example of method they used is inquiry-based learning, a teaching method that focuses on students' investigation and hands-on learning. In this method, the teacher's primary role is that of a facilitator, providing guidance and support for students through the learning process. The next method is cooperative learning referring to a method of teaching and classroom management that emphasizes group work and a strong sense of community. The third method, the general term that refers to the traditional teaching strategy that relies on explicit teaching through lectures and teacher-led demonstrations, is called direct instruction. Another method is student-centered approach to Learning in which teachers are an authority figure in this model, teachers and students play an equally active role in the learning process. The last method is teacher-centered approach to learning in which teachers are the main authority figure in this model and students are viewed as "empty vessels" whose primary role is to passively receive information with an end goal of testing and assessment. Those are teachers' methods influenced by teachers' beliefs used in SMK Negeri 4 Surakarta.

This thesis focuses on the EFL teachers' beliefs of English teaching method, factors contribute to shape the beliefs on the method of teaching English, kinds of method that are frequently implemented by EFL teachers and whether there are some discrepancies between EFL teachers' beliefs and their practices in teaching to what factors contribute to these discrepancies. Understanding teachers' beliefs

and their applications in language teaching may help schools and policy makers to reduce teachers attrition, plan more effective professional development opportunities and improve educational outcomes.

The writer formulates the objective of study as follows: 1) To investigate the EFL teachers' beliefs of English Teaching method at SMK Negeri 4 Surakarta. 2) To investigate whether there are some discrepancies between EFL teachers' beliefs and their practices in teaching. 3) To investigate factors contribute to these discrepancies. To investigate factors contribute to shape the EFL teachers' beliefs on the method of teaching English at SMK Negeri 4 Surakarta.

2. METHODS

The type of the research is a case study. The object of the research is teacher's beliefs on teaching methodology in the 2013 curriculum and their applications in language teaching at SMK Negeri 4 Surakarta. The data of the research are all activities of the teachers taken from field note and classroom observation.

This research used Miles and Huberman's model (1984:21-23). According to them, there were some steps in analyzing data. There were data collection, data reduction, data display, and conclusion (there was verification or drawing).

3. RESULT OF RESEARCH AND DISCUSSION

3.1. The EFL Teachers' Beliefs on English Teaching Methodology in The 2013 Curriculum at SMK Negeri 4 Surakarta

1.1.1 Learning Objective

The first point of the EFL teachers' beliefs on learning objective at SMK Negeri 4 Surakarta is the assumption on learning objective. It is explicit descriptions on what student will do as result of the instruction they receive.

“Learning objectives are some points to be achieved or behavior that can be done by the students on certain conditions and level of competence in teaching and learning.”(Adopted from Open-ended Questionnaire, 1a)

The second point of the EFL teachers' beliefs on learning objective at SMK Negeri 4 Surakarta is the importance of determining learning objective before and after doing teaching learning process. The followings are their statements;

“It's important. In order for the implementation of the teaching process can be directed in accordance with the objectives that have been specified

at the time of the beginning and before the implementation of teaching learning process”.

“It’s important. Therefore, teaching learning process can be directed from the beginning to the end of teaching learning process”.

(Adopted from Open-ended Questionnaire, 1b)

The third point of the EFL teachers’ beliefs on learning objective at SMK Negeri 4 Surakarta is the way to know the achievement of learning objective indicator. The followings are their statements;

“Inquire the points contained in the learning objectives to the students so that we can see the results of teaching learning process”.

“Observation is during the process of teaching and ends with the evaluation.”

(Adopted from Open-ended Questionnaire, 1c)

The forth point of the EFL teachers’ beliefs on learning objective at SMK Negeri 4 Surakarta is the teachers feeling whether their learning objective indicator cannot be achieved. The followings are their statements;

“I’m sad because the learning has not been successful. I always do introspection with what has been done in teaching learning process.”

“I feel disappointed. I prepare for the better for the next meeting.”

(Adopted from Open-ended Questionnaire, 1d)

The fifth point of the EFL teachers’ beliefs on learning objective at SMK Negeri 4 Surakarta is the teachers evaluation on their leaning objective. The followings are their statements;

“I always define and prepare before carrying out the teaching that is in accordance with the learning objectives contained in the lesson plan. I think it is as expected.”

“I think what I’ve done still less as expected given the unfavorable field conditions making it less suitable.”

(Adopted from Open-ended Questionnaire, 1e)

1.1.2 Classroom Management

The first point of the EFL teachers’ beliefs on classroom management at SMK Negeri 4 Surakarta is the assumption on classroom management. The followings are their statements;

“Classroom management is an attempt by the teachers in order to create, conditioning classes as optimal as possible in order to create a class conducive to teaching and learning.”

(Adopted from Open-ended Questionnaire, 3a)

The second point of the EFL teachers' beliefs on classroom management at SMK Negeri 4 Surakarta is their view on effective teaching learning process. The followings are their statements;

“Effective learning is the learning process that is not only focused on the results achieved learners, but what an effective learning process is able to provide a good understanding, intelligence, perseverance, opportunity and quality and can deliver behavioral change and apply it in their lives.”
(Adopted from Open-ended Questionnaire, 3b)

The third point of the EFL teachers' beliefs on classroom management at SMK Negeri 4 Surakarta is their ways in managing the classroom. The followings are their statements;

“By providing a variety of learning media usage, style, teaching and learning interactions and various methods will improve the effectiveness of classroom management and avoid boredom I have always done in classroom management.”
(Adopted from Open-ended Questionnaire, 3c)

The forth point of the EFL teachers' beliefs on classroom management at SMK Negeri 4 Surakarta is whether they give the variation in managing the classroom. The followings are their statements;

“Always provide variation so that students do not get bored with the classroom learning environment.”
“I give the variation in the classroom”
(Adopted from Open-ended Questionnaire, 3d)

The fifth point of the EFL teachers' beliefs on classroom management at SMK Negeri 4 Surakarta is their value on their managing the classroom. The followings are their statements;

“My classroom management runs well in regular classes even though there are still shortcomings in its implementation.”
“It's been going well as expected though there are still shortcomings.”
(Adopted from Open-ended Questionnaire, 3e)

1.1.3 Teacher Role

Based on the open-ended questionnaire, there are five points of the EFL teachers' beliefs on teacher role at SMK Negeri 4 Surakarta, namely; their assumption of teachers' role, attitude on explaining materials, the view on the problem in the class, the view on the active students, and the valuation on the teachers' role.

1.1.4 Student Role

Based on the open-ended questionnaire, there are five points of the EFL teachers' beliefs on student role at SMK Negeri 4 Surakarta, namely; The view of students' role in the planning of materials, The assumption of students' role, The valuation on students' role in teaching learning process, The assumption in facing passive students, and The view of students' role in the classroom.

1.1.5 Instructional Material

Based on the open-ended questionnaire, there are four points of the EFL teachers' beliefs on instructional material at SMK Negeri 4 Surakarta, namely; the assumption of Instructional material, the problem and solution in determining instructional material, the way of determining instructional material, and the valuation of instructional material.

1.1.6 Assessment

Based on the open-ended questionnaire, there are five points of the EFL teachers' beliefs on assessment at SMK Negeri 4 Surakarta, namely; the assumption of assessment, the best assessment, and the way in determining the type of assessment, the variation of assessment, and the valuation on assessment.

3.2. The Discrepancies between EFL Teachers' Beliefs and Their Practices on Teaching Methodology in the 2013 curriculum

3.2.1. The Discrepancies between EFL Teachers' Beliefs and Their Practices on Learning Objective

Based on the observation, there are two discrepancies of belief's aspects on learning objective. The first discrepancy is the belief's aspect of learning objective on the importance of determining learning objective. They stated that learning objective is important. On the belief's aspect of learning objective on the importance of determining learning objective, it can be found that some teachers don't prepare learning objectives in the lesson plan before the implementation of teaching.

The second discrepancy is in the belief's aspect of learning objective on the evaluation of the learning objective. The teachers feel that they are already as expected to the implementation of teaching learning process; they always determine the learning objectives. In their practice, on the belief's aspect of learning objective on the valuation of the learning objective, it also can be found

that some teachers are not as expected because of the condition of students and environments of the classroom. Therefore, there is a discrepancy on this aspect of learning objective.

The following is the quotation from one of the teacher;

"Learning objectives are essential in the continuity of learning in classroom. But we would refer to books that guide in the classroom so that every day in class only refers to the book on the achievement of the material."

(Adopted from the interview with SA in the Office teachers on April 2016)

3.2.2. The Discrepancies between EFL Teachers' Beliefs and their Practices on Classroom Management

From the questionnaire relating to classroom management, there are five points. They are the assumption of classroom management, the assumption of effective learning, the way of the classroom management, the variation in the classroom management, and the valuation of classroom management.

Besides, there is a statement coming from the teacher of SMK Negeri 4 Surakarta. He stated:

"We've been trying to prepare the material well, but due to the unfavorable situation of students make less successful classroom management. There are still students who are less concerned with the submitted materials and may have a sleep in the classroom."

(Adopted from the interview with SA on April 2016 in the teachers office)

From the quotation, it can be seen that the teacher has been trying to prepare the material well, but due to the unfavorable situation of students in the classroom, it makes less successful classroom management. The situation, it can be the low of students' enthusiasm. There are also some students who are less concerned with the submitted materials. They were sleeping in the classroom when the teaching learning process. Therefore, there are some discrepancies between EFL teachers' beliefs and their practices on classroom Management.

3.3. Factors Contribute To the Discrepancies Between EFL teachers' Beliefs and Their Practices in Teaching

3.3.1. Learning objective

Based on the observation and interview, it can be seen that there are internal and external factor. As internal factor, there are less teachers' teaching preparation, teachers do not mastery in teaching, teachers don not mastery

students' psychology, teachers' health, teachers' personal problem. As external factor, there are the low of students' enthusiasm in subject, the low of students' intake, an account of students in class is not proportional, The low of facilities maintenance, the discrepancy between education calendar and the calendar in the field.

3.3.2. Classroom management

Based on the observation and interview, it can be seen that there are internal and external factor. As internal factor, teachers do not mastery students' psychology. There are many schedules in their daily activity. There are more than 30 hours in a week. There is additional job outside of the class, namely, private course, as staff of PLP (Program Layanan Pendidikan).

3.4. Factors Contribute To Shape the EFL Teachers' Beliefs on the Method of Teaching English at SMK Negeri 4 Surakarta

3.4.1. Teachers' Experience as Language Learners

All teachers have undergone a phase in which they were learners and reflections about how they were taught contribute to forming their beliefs about teaching. The following is the evidence of teachers' experience as language learners as factor contribute to shape the EFL teachers' beliefs on method of teaching English at SMK Negeri 4 Surakarta.

"When I was at the school or college, I had seen how my teachers taught in the classroom. From what they had done, I follow the way they teach. In addition, I also developed the method which was more or less corresponding and change so much the better."

(Adopted from an interview with KW on Tuesday, April 12th, 2016)

3.4.2. Experience from teaching

Teaching experience can be the primary source of teachers' beliefs. By witnessing how a method works for a particular group of students might lead to the beliefs about such a method. The following is the evidence of teachers' experience from teaching as factor contributes to shape the EFL teachers' beliefs on method of teaching English at SMK Negeri 4 Surakarta.

"This is the condition of students in our boarding school with the uniqueness that is surplus to our students. They come from various parts of the archipelago with a variety of characters so that their daily life in classroom is also unique. Learning from existing daily teaching, we try to

combine a variety of methods and held a renewal teaching; therefore my teaching is better from day to day."

(Adopted from interview with NU on Tuesday, April 12th, 2016)

3.4.3. Expectation from the school, parents, the government and the local society

Within a school, an institution or a community, certain teaching styles or methods may be preferred. Furthermore, a method or an approach rooted in a community or a school system for quite some time might be taken for granted as the most effective. It also appears at SMK Negeri 4 Surakarta. The following is the evidence of expectation from the school, parents, the government and the local society as factor contribute to shape the EFL teachers' beliefs on method of teaching English at SMK Negeri 4 Surakarta.

"Since the enactment of the 2013 curriculum, SMK Negeri 4 Surakarta tries to adopt teaching methods that have been recommended from the government. It uses the scientific approach. In addition, the principal also encourages trying and using methods that already exist although in the end the government revoked and revised the curriculum."

(Adopted from interview with SA on Tuesday, April 12th, 2016)

3.4.4. Training

Teachers might derive their belief system from learning principles of second language acquisition (SLA) research, education or even other schools of thought such as psychology. Based on the interview with the teacher, it can be seen that some of them beliefs that training influence their teaching learning in the class. The following are the evidences:

"Every year or every semester, the foundation has always held In house training (IHT) which hoped as an adjunct science to the development of knowledge about education or teaching methods. Now schools have held training on teaching methods in cooperation with FKIP UNS. It also held an internal PLPG who has held a foundation that works with FKIP UNS that hoped can make better quality learning activities."

(Adopted from interview with KW on Tuesday, April 12th, 2016)

3.5. Discussion

3.5.1. The EFL teachers' beliefs of English Teaching method at SMK Negeri 4 Surakarta

3.5.1.1. Learning Objective

Based on the research findings, there are the EFL teachers' beliefs on teaching methodology in the 2013 curriculum. The first component is learning objective. The result of the study shows that the learning objective is a description and statement of behavior expected to be achieved by students after learning takes place which is relevant to the basic competencies. Learning objective is something important in teaching and learning.

Teaching objective is necessary to direct the teaching and learning process. It is used to fit the goal that has been specified before the teaching and learning process. This result is parallel with the theory. According to Anderson, et.al (2001:11) learning objectives are statements that describe what a learner will be able to do as a result of learning. Therefore, the result of this study is compatible with the theory.

3.5.1.2. Classroom management

The classroom management refers to that there is an effective class management. It is a set of teachers' activities to create and maintain the classroom atmosphere to be conducive to support the learning process. There are many ways to maintain classroom management namely: being warm and enthusiastic, having self discipline, and emphasizing on positive things. Effective learning is the learning process that is not only focused on the results achieved learners, but what an effective learning process is able to provide a good understanding, intelligence, perseverance, opportunity and quality and can deliver behavioral change and apply it in their lives which is an achievement targets set in the plan. Nhapulo's work (2013) stated that teachers believe that they have learnt English outside the formal setting, which means that students should look for extra English classes outside the university as well. Also, crowded classrooms and busy timetables are stumbling blocks in the teaching profession, although they do not mean lack of teaching ability and experience. Its finding is parallel with the finding of this study.

3.5.1.3. Teacher's role

The next component is teachers' role. Harmer (2007:108-110) used other terms to categorize teachers' roles in several roles, those called as (1) A controller, (2) A Prompter, (3) A participant or facilitator, (4) A Resource, (5) A Tutor. The result of the study shows that a teacher's role is not only more than simply standing in front of a classroom but also lecturing. An effective teacher understands that teaching involves wearing multiple ways to ensure that the school day runs smoothly and all students receive a quality education. Involving students in teaching activities, teachers act as facilitators in the teaching activities, so students play an active role. This result shows that the teachers, as facilitator, controller, resource, and tutor are parallel with the Harmer's theory on teachers' role.

3.5.1.4. Students' role

Larenas, Alarcón, and Navarrete's (2015) finding was related to the students' role. It shows the degree of importance between teachers and learners in the pedagogical process. There are 100% of participants who believe that students are in the same range of importance as teachers, since the teaching and learning processes are closely connected. In the classroom, under communicative approaches, great emphasis has been placed on learner-centered teaching learning as a way to make students' needs central to the educational process. Students' motivation and participation in the classroom help the process of language teaching and learning.

3.5.1.5. Instructional material

The current study is parallel with materials and resources on Larenas, Alarcón, and Navarrete's (2015) finding. When the students asked about the materials used during their lessons, participants affirm that it is essential to support their lessons with a variety of teaching materials that can foster learning. It also shows that participants complain though that in public schools they often experience material shortage and lack of preparation time to design and adapt authentic materials in the teaching learning. In fact, there are 83% of participants use different kinds of materials and resources in their lessons.

3.5.1.6. Assessment

Assessment, according to Brindley (Larenas, Alarcón, and Navarrete, 2015) defined as “the variety of ways of collecting information on a learner’s language ability or achievement’. When asked about the importance of informal assessment the-planned and the importance of informal assessment the-unplanned and spontaneous assessments that take place during lessons, there are 33% consider informal assessment more important than formal assessment. There are 67% of them valuing the importance of formal and informal assessment based on their learning outcomes. It is crucial for teachers to inform students about how much progress they are making as well as the type of knowledge, skills and attitudes they have developed through the pedagogical process. There are 83% of teachers stated that assessment instruments need to be based on learners’ needs; therefore, it is necessary to adapt those instruments to the reality of each class and to the learning aims. The finding of the current study is compatible that assessment instruments need to be based on learners’ needs; therefore, it is necessary to adapt those instruments to the reality of each classroom and to the learning aims.

3.5.2. The Discrepancies Between EFL Teachers’ Beliefs and Their Practices in Teaching

There are the discrepancies between EFL teachers’ beliefs and their practices on teaching methodology in the 2013 curriculum. According to Borg (Fauziati, 20015) defined teacher beliefs as “teachers’ pedagogic beliefs, or those beliefs of relevance to an individual’s teaching” and regarded teacher cognition as an inclusive concept shaping teachers’ practices, not only teachers’ beliefs, but also teachers’ knowledge, theories, attitudes, assumptions, images, perspectives about teaching, learning, students, subject matter, curricula, materials, instructions, and the self. In this study, it can be found that there are some the discrepancies between EFL teachers’ beliefs and their practices on teaching methodology in the 2013 curriculum. They are in the components of learning objective, and classroom management. Therefore, this study is not parallel in the theory.

Comparing with Chu's work (2014), the result shows that before and after teachings, there were no significant differences in teachers' beliefs between the aspects of English teaching and English learning. For example, there are teaching resources, the preparation of lesson plan and understanding of the students' learning conditions. There were reported that inconsistent viewpoints in the beliefs of teacher-student interaction in classroom and curriculum planning. On the contrary, the current study found that there were some discrepancies between EFL teachers' beliefs and practice on the aspects of learning objectives, and classroom management at SMK Negeri 4 Surakarta.

3.5.3. Factors Contribute to the Discrepancies Between EFL teachers' Beliefs and Their Practices in Teaching

Compatibility between research finding of the current study and the theory on factors contribute to the discrepancies between EFL teachers' beliefs and their practices in teaching methodology in the 2013 curriculum; can be found in the study. There are teachers' internal factor and teachers' external factor. There are some teachers' internal factors, namely; lack of teaching preparation, lack of teaching mastery, lack of understanding about student's psychology, health problem, inconsistency in preparing lesson plan, lack of mastery in teaching material, high burden of administrative task (making syllabus, lesson plan, annual program) and crowded schedule of teacher's daily activity (more than 30 hours in a week), there is additional job outside of the class, namely, private course, as staff of PLP (Program Layanan Pendidikan). These are some teachers internal factors contribute to the discrepancies between EFL teachers' beliefs and their practices in teaching methodology in the 2013 curriculum, can be found in the study.

There are some teachers' external factors contribute to the discrepancies between EFL teachers' beliefs and their practices in teaching methodology in the 2013 curriculum, can be found in the study. These findings on factors contribute to the discrepancies between EFL teachers' beliefs and their practice in teaching methodology is parrarel with the Bethem's theory. According to Bentham (2002:137-138), there are some areas of disruptive behaviour. The first is work skills, namely: presentation of work, care of own books and work, homework

completion, settling to work, following verbal instructions, requesting help when appropriate, accepting guidance/advice. The second is verbal behaviour, for examples: refuses to follow instructions, talks when teacher is talking, talks to teacher instead of working, shouts out, mimics others, abuses/threatens other pupils, abuses/threatens teacher, makes inappropriate noises. The third is non-verbal behavior, namely: leaves classroom, wanders about classroom, fidgets in seat, engages in classroom horseplay, damages/takes other pupils' property. The next is emotional profile, for example: easily reduced to tears, prone to outbursts of anger or tantrums, isolation from rest of group, physical self-abuse, cannot express feelings. The last is personal organization, for examples: truants from lessons, truants from school, arrives late, leaves coat on, fails to bring books or equipment.

3.5.4. Factors Contribute to Shape the EFL Teachers' Beliefs on the Method of Teaching English at SMK Negeri 4 Surakarta

The study found some factors contribute to shape the EFL teachers' beliefs on the method of teaching English. The result of this research is parallel with the theory, according to Kindsvatter, Willen, and Zacharias cited (Richards and Lockhart, 1996: 30), there are some sources of teachers' beliefs: (1) Teachers' experience as language learners, (2) Experience from teaching, (3) Teachers' own personality, (4) Expectation from the school, parents, the government and the local society, (5) Education-based or research-based principles. These are similar with the result of the study; it shows that there are some sources of teachers' beliefs: (1) teachers' experience as language learners, (2) experience from teaching, (3) teachers' own personality, (4) expectation from the school, parents, the government and the local society, and (5) education-based or training. Therefore, the result of this study is compatible with the theory.

4. CONCLUSION

There are the EFL teachers' beliefs on teaching methodology in the 2013 curriculum. There are learning objective, classroom management, teachers' roles, students' roles, instructional materials, and assessment.

There are also some discrepancies found between EFL teachers' beliefs and their practices in classroom teaching. The discrepancies are some teachers do not

prepare learning objectives in the lesson plan before the implementation of teaching and are not already as expected because of the condition of students and environments of the classroom, there are limited variations in classroom setting, and classroom management does not run well even and there are some shortcomings in its implementation.

There are some factors contribute to these discrepancies. They are the teachers' internal factors and teachers' external factor. It can be seen that some teachers do not prepare learning objectives in the lesson plan before the implementation of teaching; there are limited variations in classroom setting and some of classroom management does not run well even; and there are some shortcomings in its implementation.

There are some factors contribute to shape the EFL teachers' beliefs on the method of teaching English at SMK Negeri 4 Surakarta. They are teachers' experience as language learners, experience from teaching, expectation from the school, parents, the government and the local society, and training.

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